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ABSTRACT

This booklet is part of the Management for Effective Teaching (MET) support kit, a pilot project designed by the Fairfax County (Virginia) Public Schools to assist elementary school teachers in planning, managing, and implementing the county's Program of Studies (POS). This document provides charts to guide pilot project teachers in selecting appropriate social studies lesson materials from specified textbooks and supplementary materials. Charts for each grade level specify: (1) POS social studies objectives in terms of knowledge, skills, beliefs and values, and participation; (2) chapter and page references in the textbooks' teacher's editions; and (3) suggested ideas and materials. Texts used at each grade level are: (1) Level 1, "Discovering Others" (McGraw-Hill Book Company, 1979) and "Self" (American Book Company, 1979); (2) Level 2, "Learning About People" (McGraw-Hill Book Company, 1979) and "Others" (American Book Company, 1979); (3) Level 3, "Exploring Communities" (McGraw-Hill Book Company, 1979) and "Communities" (American Book Company, 1979); (4) Level 4, "Fairfax County: A Learning Kit" (Fairfax County Public Schools, 1976) and "Land and People of Virginia" (Fairfax County Public Schools, 1979); (5) Level 5, "Scott, Foresman Social Studies" (Scott, Foresman and Company, 1979) and "Exploring Our World: The Americas" (Follett Publishing Company, 1980); and (6) Level 6, "Exploring Our World: Eastern Hemisphere" (Follett Publishing Company, 1980) and "Cultures" (American Book Company, 1979). (FG)

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SOCIAL STUDIES

Correlation of Program of Studies and Adopted Textbooks

MET A TITLE IV-C PROJECT

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instruction • Office of Elementary Education

1982

SP 020 476

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MET

Management for Effective Teaching

We are happy to present the Project MET materials to you. As you know, these materials are copies of the original contents of the Management Support Kit. They are designed to assist teachers, streamline organization, and support current management efforts.

We hope that you find them useful. Should additional assistance be required, please feel free to contact us at Masonville.

Project MET Staff
Pat Harbour, Director

Office of Elementary Education
Department of Instructional Services
Fairfax County Public Schools • Fairfax, Virginia

Management for Effective Teaching

MET

MANAGEMENT SUPPORT KIT

Introduction

Project MET, Management for Effective Teaching, is a federally funded developmental project which will be piloted, with materials field-tested, in Fairfax County Public Schools, during the school year 1982-83. Materials and procedures have been developed to assist with the management of planning, teaching, and record keeping. MET products contained in the Management Support Kit are designed to aid teachers in the effective utilization of time, space, and materials in organizing and planning for instruction. Approximately 400 elementary teachers throughout the school system will use the products from the kit.

The teacher is a manager who plans, coordinates, and directs the classroom, an organizational unit of the school, and thus:

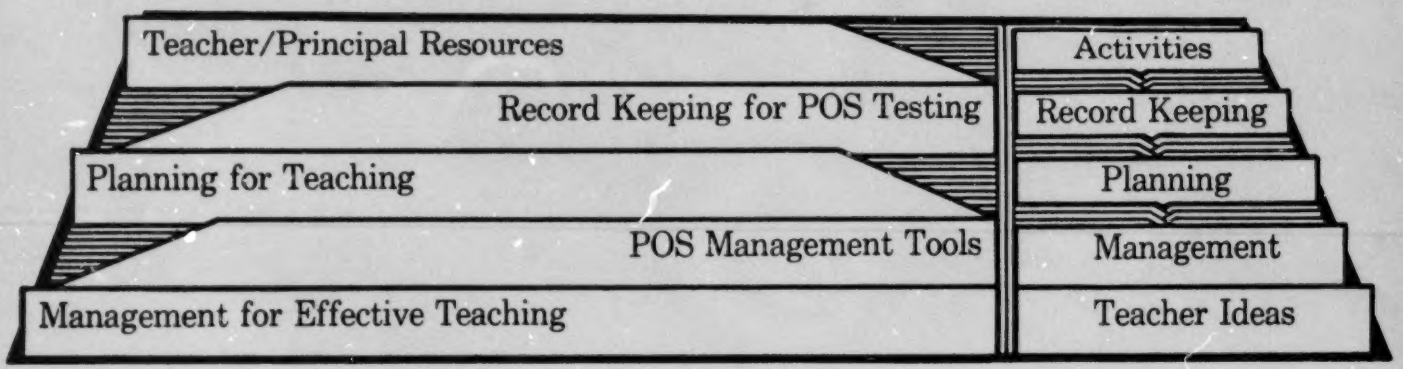
- sets goals and objectives
- ensures that appropriate knowledge and skill mastery levels are attained among students
- creates an environment conducive to the development of positive attitudes toward self and others
- teaches and reinforces positive individual and group behavior
- motivates students to achieve individual and group goals (cognitive, physical, and socio-emotional)
- manages the instructional materials, classroom space, and human resources for a quality learning environment

Research suggests that effective managment in teaching enhances the instructional program and ultimately may improve student achievement. The purpose of Project MET is to provide an opportunity for teachers to determine the extent to which this is true. Teachers will field-test the procedures, process models, and materials contained in the Management Support Kit.

During the 1982-83 school year, teachers will be asked to respond to a survey that assesses the contents of the kit. The survey will allow teachers to determine the utility and validity of the products. The participation and cooperation of each teacher using the kit and responding to the survey will be important to instructional management in Fairfax County Public Schools. Since the project is a pilot program, the results reported by teachers who have used the MET materials may have implications for instructional management throughout the state of Virginia. The time and energy of each participant will be greatly valued and appreciated.

MET

Management for Effective Teaching (MET) is a pilot project funded under Title IV-C of the Elementary and Secondary Education Act. The project was planned and implemented to answer the need expressed by teachers, principals and other educational personnel for resources to manage more effectively the Fairfax County Public Schools' Program of Studies.



What MET Is...

It is a management support kit of resources, materials and information designed to assist classroom teachers (K-6) in planning, managing and implementing the Fairfax County Public Schools' Program of Studies.

Approximately four hundred Fairfax County Public School teachers will field test and assess the products during the 1982-83 school year. The results from field testing the Management Support Kit will contribute to ideas for the development of a divisionwide instructional management system.

What MET Includes...

- a coding system for the mathematics Program of Studies
- a planning process for the first nine weeks of school, and daily/weekly and long-range models
- a record keeping system for the mathematics Program of Studies and accessment resources (Program of Studies tests) for managing the diagnostic prescriptive teaching process
- a chart which identifies and matches the Program of Studies items with specific mathematics skills
- a sample letter to parents to convey purposes of the Program of Studies testing and the manner in which to interpret test results
- a teacher plan book designed, piloted and revised by teachers
- a set of supplementary and adaptable teaching ideas
- a principal's checklist for opening and closing school

How MET Works...

It incorporates good management practice into the instructional program.

It organizes teaching strategies.

It coordinates teaching materials and diagnostic resources with the Program of Studies.

For Additional Information about Project MET
(Management for Effective Teaching), contact:

Patricia Moore Harbour, Ed.D.
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3705 Crest Avenue
Annandale, VA 22003

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PRIMARY PROGRAM OF STUDIES

Correlation of Social Studies Objectives and Adopted Textbooks

LEVEL 1

This document is a resource chart to assist teachers in selecting appropriate instructional materials to teach the objectives provided in the Fairfax County Public Schools Curriculum, Program of Studies (POS).

The chart correlates the social studies POS objectives with the adopted texts and supplementary materials. The chart includes:

- POS objectives
- chapter (or unit) and page number in the Teacher's Editions that contain information related to the specific objectives
- supplemental ideas and materials

The FCPS social studies POS objectives are supported by county adopted textbooks and supplementary instructional materials. Level 1 textbooks were adopted by the Fairfax County School Board in 1979. These are:

Discovering Others, McGraw-Hill Book Company, 1979
Self, American Book Company, 1979

HOW TO USE THE CORRELATION CHARTS

1. Determine POS objective to be taught.
2. Locate the column which lists the text in use.
3. Read the references designed to teach the POS objective. (All page numbers refer to Teacher's Edition unless otherwise noted.)
4. Plan and implement the lesson using the references and the supplementary materials.
5. Use blank spaces for teacher notes.

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 1

POS OBJECTIVES	MCGRAW-HILL, DISCOVERING OTHERS (Page numbers refer to Teacher's Edition)	AMERICAN BOOK COMPANY, SELF (Page numbers refer to Teacher's Edition)	SUPPLEMENTING	
KNOWLEDGE				
1. Recognize that the family is an important group formed by human beings.	Unit 3, p. 112 (Defines a family)	Chapter 1, p. 10 (Identifies family group)	County Film Guide # 29279 Every Family is Special # 29276 Where Are You In Your Family?	AMERICAN BOOK: Supplementary information needed on varieties of families
2. Describe the roles and activities of own family and compare these with families of other cultures.	Unit 3, p. 118, p. 121 (Own family) Unit 4, pp. 152-157 (Native Americans came from many lands; where did own family come from?) Unit 3, p. 116 (Needs of family)		County Film Guide # 22590 Families and Rules Family of Man Kits (Selective Education Equipment, Inc.)	
3. Identify the United States of America as the country in which he/she lives.	Unit 4, p. 142			
4. Describe how habitat (climate, location, physical surroundings) affects the people's three basic needs of food, shelter, and clothing.	*Unit 3, p. 116 (Identifies basic needs; does not specifically describe how habitat affects needs)	Chapter 4, p. 58 (Shelter) Chapter 5, p. 98 (Deals with circus people and how they meet needs)	MCGRAW-HILL: Covers basic needs of families, but not how habitat affects these needs (Pictures could lead to discussion) County Film Guide # 22592 Cities and Geography - Where People Live	AMERICAN BOOK: Teacher supplement/discussion necessary for food/clothing (Pictures could lead to discussion)

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 1

POS OBJECTIVE:	MCGRAW-HILL, DISCOVERING OTHERS (Page numbers refer to Teacher's Edition)	AMERICAN BOOK COMPANY, SELF	SUPPLEMENTING	
5. Identify cultural and ethnic traditions on which activities of families are based.	Unit 4, p. 155, p. 157	*Chapter 4, p. 91 (Piñata in Mexico)	MCGRAW-HILL: See optional activities on pp. 156-157	AMERICAN BOOK: Unit 4, Lesson 3, (Relates to objective)
			County Film Guide # 20260 Christmas Customs Near and Far Family of Man Kits (Selective Educational Equipment, Inc.)	
SKILLS 1. Group and classify representations of food, clothing, and shelter and give reasons for classification.	*Unit 4, p. 158 (Food, clothing, and shelter not mentioned)	*Chapter 4, pp. 58-59 (Deals with needs in choosing a place to live) Chapter 5, p. 100 (Identifies needs of food, clothing, and shelter)	MCGRAW-HILL: *Clothing/shelter needs not specifically covered (Text pictures lead to discussion)	
			County Film Guide # 22592 Cities and Geography - Where People Live # 22241 How is Clothing Made? # 22737 Food for the City - Produce # 22738 Food for the City - Wheat and Flour	
2. Interpret map symbols for towns, roads, mountains, rivers, and bridges.	*Unit 3, p. 132, p. 135 (Introduction to map skills)		MCGRAW-HILL: Unit 4, Lesson 1 (Globes, reference maps, symbols)	AMERICAN BOOK: Chapter 3, p. 39 (Introduces map skills; teacher could supplement with any area map to meet objectives)
			Houghton-Mifflin Reading Series, Level F - Cloverleaf "Reading a Map," and "Are We Lost Daddy?" County Film Guide # 21021 What Is a Map? # 22066 Maps - Where Am I?	

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 1

POS OBJECTIVES	MCGRAW-HILL, DISCOVERING OTHERS (Page numbers refer to Teacher's Edition)	AMERICAN BOOK COMPANY, SELF (Page numbers refer to Teacher's Edition)	SUPPLEMENTING	
BELIEFS AND VALUES				
1. Identify ways people in different cultures satisfy their common, similar needs.		*Chapter 4, p. 58 (Deals with American culture for the most part; refers to Mexico on pp. 84-92)		
2. Recognize that people of other countries behave differently from us because they have different needs, beliefs, and values.		*Chapter 4, p. 58 (Needs and values are addressed; mostly American, but Mexico is referred to)		
PARTICIPATION				
1. Participate in developing rules for the classroom and the school.	Unit 2, pp. 103-109 Unit 1, p. 65, p. 69 (Coping with and sharing experiences)		MCGRAW-HILL: Supplementary information by teacher is appropriate --- County Film Guide # 22768 Beginning Responsibility - Rules at School # 22582 Getting Along With Others	

PRIMARY PROGRAM OF STUDIES

Correlation of Social Studies Objectives and Adopted Textbooks

LEVEL 2

This document is a resource chart to assist teachers in selecting appropriate instructional materials to teach the objectives provided in the Fairfax County Public Schools Curriculum, Program of Studies (POS).

The chart correlates the social studies POS objectives with the adopted texts and supplementary materials. The chart includes:

- POS objectives
- chapter (or unit) and page number in the Teacher's Editions that contain information related to the specific objectives
- supplemental ideas and materials

The FCPS social studies POS objectives are supported by county adopted textbooks and supplementary instructional materials. Level 2 textbooks were adopted by the Fairfax County School Board in 1979. These are:

Learning About People, McGraw-Hill Book Company, 1979
Others, American Book Company, 1979

HOW TO USE THE CORRELATION CHARTS

1. Determine POS objective to be taught.
2. Locate the column which lists the text in use.
3. Read the references designed to teach the POS objective. (All page numbers refer to Teacher's Edition unless otherwise noted.)
4. Plan and implement the lesson using the references and the supplementary materials.
5. Use blank spaces for teacher notes.

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 2

POS OBJECTIVES	MCGRAW-HILL, LEARNING ABOUT PEOPLE (Page numbers refer to Teacher's Edition)	AMERICAN BOOK COMPANY, OTHERS (Page numbers refer to Teacher's Edition)	SUPPLEMENTING	
KNOWLEDGE				
1. Describe own community.		Introduction, p. 3 Chapter 1, pp. 5-34	MCGRAW-HILL: Level 1 (Discovering Others), Unit 3, p. 135	
2. Examine own community and different types of communities.		Introduction, pp. 1-3 (Own community) Chapter 1, pp. 5-34 Chapter 4, pp. 71-101 Chapter 6, pp. 125-165 (Different cultures)	MCGRAW-HILL: Level 1 (Discovering Others), Unit 3, p. 123	AMERICAN BOOK: Level 1 (Self), Chapter 4, p. 58
3. Develop a definition of community.		Introduction, pp. 1-3 Chapter 1, pp. 5-34	MCGRAW-HILL: Level 1 (Discovering Others), Unit 3, p. 135 County Film Guide # 24171 Community: People Share A Place	
4. Identify ways all communities are alike.		Chapter 1, pp. 12-15 Chapter 6, pp. 125-165 (Implied)		AMERICAN BOOK: Level 1 (Self), Chapter 4, p. 58
5. State reasons why most people around the world live in communities.		Chapter 1, pp. 23-31 (Doesn't specify around the world) Chapter 6, pp. 125-165 (Own community and Liberian community are compared)		

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 2

POS OBJECTIVES	MCGRAW-HILL, LEARNING ABOUT PEOPLE (Page numbers refer to Teacher's Edition)	AMERICAN BOOK COMPANY, OTHERS	SUPPLEMENTING	
6. Identify services that own community renders to citizens and identify jobs that people perform in providing these services.		Introduction, p. 3 (Suggested activities) Chapter 1, pp. 5-34 Chapter 2, pp. 38-44 Chapter 3, pp. 49-66 Chapter 4, pp. 160-210	MCGRAW-HILL: Level 1 (Discovering Others), pp. 135-137	
			County Film Guide # 22730 A Community Keeps House # 20327 The Hospital # 21093 My Milkman, Joe # 20788 The Policeman # 22541 Our Post Office # 23712 Highway Builders # 23227 Buses That Serve the Community # 23232 Trucks In Our Neighborhood # 22736 Firehouse Dog # 23418 The Fireman - On Guard # 20163 The Mailman # 20397 The Fireman	
7. Describe how communities help people meet basic needs such as food, clothing, and shelter.	*Unit 2, pp. 116-117 (People needing other people to satisfy needs)	Chapter 1, pp. 23-31 Chapter 3, pp. 49-69 Chapter 4, pp. 74-101 Chapter 6, pp. 125-165	MCGRAW-HILL: Level 1 (Discovering Others), Unit 3, p. 116	AMERICAN BOOK: Level 1 (Self), Chapter 5, pp. 98-103
			County Film Guide # 22594 Cities and Shopping - Where We Get Our Food # 22737 Food For the City - Produce # 22738 Food For the City - Wheat and Flour	

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 2

POS OBJECTIVES	MCGRAW-HILL, LEARNING ABOUT PEOPLE (Page numbers refer to Teacher's Edition)	AMERICAN BOOK COMPANY, OTHERS (Page numbers refer to Teacher's Edition)	SUPPLEMENTING	
SKILLS				
1. Locate community facilities on a map of the community using cardinal directions.	*Unit 3, pp. 133-135 (Good map for purpose of objective, no cardinal directions)	Chapter 1, p. 32 (No cardinal directions) Chapter 4, p. 71	MCGRAW-HILL: Level 1 (Discovering Others), Unit 3, pp. 132-136 (Teacher may wish to assign cardinal directions to map on pp. 34-35)	AMERICAN BOOK: Level 1 (Self), Chapter 4, p. 59 (Map of local community); Chapter 3, p. 49 (Map directions)
			County Film Guide # 22066 Maps - Where Am I? # 21021 What Is a Map?	
2. Describe our nation as composed of states and locate the capital city of Virginia and the capital of the United States.			MCGRAW-HILL: Level 1 (Discovering Others), Unit 4, pp. 142-146 (Teacher could supplement p. 88 with reference to capital of Virginia and United States)	AMERICAN BOOK: (Text refers to communities--not states. This needs some teacher clarification)
3. Distinguish fact from fable or fiction in stories about communities.		Chapter 7, pp. 166-181 (Deals with future)	MCGRAW-HILL: Level 1 (Discovering Others), Unit 3, p. 24	
BELIEFS AND VALUES				
1. Describe the characteristics of own community and make value judgments about the advantages and disadvantages of living in the community.		*Chapter 1, pp. 5-34 (Characteristics only)	MCGRAW-HILL: Level 1 (Discovering Others), Unit 3, pp. 132-136, p. 125	AMERICAN BOOK: Level 1 (Self), Chapter 4, p. 83
			County Film Guide # 22790 Moving Day - Timmy's New Neighbors	

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 2

POS OBJECTIVES	MCGRAW-HILL, LEARNING ABOUT PEOPLE (Page numbers refer to Teacher's Edition)	AMERICAN BOOK COMPANY, OTHERS (Page numbers refer to Teacher's Edition)	SUPPLEMENTING	
2. Offer suggestions for improving the quality of life in own community.		Chapter 5, pp. 103-124 (Problems of communities) Chapter 7, pp. 166-180 (Future) Chapter 3, pp. 67-68 (Making a choice)	MCGRAW-HILL: Level 1 (Discovering Others), Unit 4, pp. 163-165	AMERICAN BOOK: Level 1 (Self), Chapter 6, pp. 132-133 (Deals with concept of change); Chapter 4, p. 82 (Pollution)
			County Film Guide # 22730 A Community Keeps House # 23557 How About It?	
3. Identify some beliefs and values on which traditions of racial, ethnic, and minority groups in communities are based.		Chapter 6, pp. 125-165 (Liberian culture--a study of the people and their ways)	MCGRAW-HILL: Level 1 (Discovering Others), Unit 4, pp. 147, 155-158	
			County Film Guide # 20260 Christmas Customs Near and Far Family of Man Kits	
PARTICIPATION				
1. Participate with teacher and other students in modifying classroom procedures.	Unit 4, pp. 204-210, 160-210	Chapter 2, pp. 35-37 (Teacher's suggestions and text)	County Film Guide # 22768 Beginning Responsibility - Rules at School # 22582 Getting Along With Others	

PRIMARY PROGRAM OF STUDIES

Correlation of Social Studies Objectives and Adopted Textbooks

LEVEL 3

This document is a resource chart to assist teachers in selecting appropriate instructional materials to teach the objectives provided in the Fairfax County Public Schools Curriculum, Program of Studies (POS).

The chart correlates the social studies POS objectives with the adopted texts and supplementary materials. The chart includes:

- POS objectives
- chapter (or unit) and page number in the Teacher's Editions that contain information related to the specific objectives
- supplemental ideas and materials

The FCPS social studies POS objectives are supported by county adopted textbooks and supplementary instructional materials. Level 3 textbooks were adopted by the Fairfax County School Board in 1979. These are:

Exploring Communities, McGraw-Hill Book Company, 1979
Communities, American Book Company, 1979

HOW TO USE THE CORRELATION CHARTS

1. Determine POS objective to be taught.
2. Locate the column which lists the text in use.
3. Read the references designed to teach the POS objective. (All page numbers refer to Teacher's Edition unless otherwise noted.)
4. Plan and implement the lesson using the references and the supplementary materials.
5. Use blank spaces for teacher notes.

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 3

POS OBJECTIVES	MCGRAW-HILL, EXPLORING COMMUNITIES (Page numbers refer to Teacher's Edition)	AMERICAN BOOK COMPANY, COMMUNITIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING	
KNOWLEDGE				
1. Set up criteria for classifying communities as urban, suburban, or rural and list ways in which the resources of each support the other in a metropolitan area.	*Unit 3, pp. 165-166 (Defines and characterizes urban and suburban)	Chapter 2, p. 30 (Resources and how each supports; classification of urban, suburban, or rural) Chapter 5, pp. 100-101 (Background for teacher-directed discussion, gives characteristics of each) Chapter 12, pp. 226-228	County Film Guide # 22608 Cities and Suburbs # 22966 The Farm Community	
2. Identify resources and problems common to communities in several areas of the world and compare and contrast these with resources and problems of community, such as pollution, transportation, energy.	Unit 4, pp. 261-269 (Compares Canada to own community)	Throughout Text: Chapter 4, pp. 73-75 (Water problem in Israel) Chapter 2, pp. 34-37 (Water problem in Vancouver) Chapter 2, pp. 44-45 (Meeting needs in Vancouver) Chapter 3, pp. 55-60 (How the Dutch adapted to too much water) Chapter 5, pp. 88-93 (Svolvaer adapting to plentiful fish)	AMERICAN BOOK: Level 2 (Others), Chapter 5, pp. 102-124 (Pollution and unemployment) Family of Man Kit on Israel County Film Guide # 23357 How About It?	

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 3

POS OBJECTIVES	MCGRAW-HILL, EXPLORING COMMUNITIES (Page numbers refer to Teacher's Edition)	AMERICAN BOOK COMPANY, COMMUNITIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING	
3. Identify different kinds of climates around the world and locate the various types.		Throughout Text: pp. 13, 31, 53, 69, 88, 105, 128, 145, 166, 183, 200, and 222 (Each is an example of a different region)	MCGRAW-HILL: Whole text deals with different regions of N. America (East U.S., Middle U.S., West U.S., Canada) Level 4 (Studying Cultures), Unit 1, Chapter 1, pp. 33-35 (Defines grassland plains, climate, and environment) Also throughout the Level 4 text the different cultures representing a region are studied--rainforest, savannah, desert, plateau, pp. 37, 50, 138, 220, 302, 312, 348	AMERICAN BOOK: Family of Man Kits on Israel, Ghana, and Japan
4. Compare and contrast some ways of living in each type of climate and demonstrate how climate influences ways of living.	pp. 76-86, 136-145, 202-226, 258-260 (Throughout text) pp. 175-177 (Historical perspective)	Throughout Text: Chapter 1, pp. 12-23 (Shelter, water, food, clothing in Modopa) pp. 32-40 (Shelter, water, food, clothing in Vancouver) Other pages: 55, 57, 69, 70, 73-75, 86-90, 105-111, 126-129, 166-171, 202-206, 223-230		AMERICAN BOOK: Family of Man Kits on Israel, Ghana, and Japan
5. Analyse the relationship between limited resources and community needs. This objective is very similar to objective #2.	Unit 1, pp. 64-65 Unit 3, pp. 183-185 Unit 4, pp. 253-255	Throughout Text: Chapters 5 and 6, pp. 86-123 (Example of Norway and Nigeria) See objective #2	MCGRAW-HILL: Level 4, Unit 1, Chapters 3-6 (The Tasaday) is studied in great detail which covers objective well. Level 4, pp. 149-160 (Problems of the Mossi in Upper Volta)	AMERICAN BOOK: Family of Man Kits on Israel, Ghana, and Japan

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 3

POS OBJECTIVES	MCGRAW-HILL, EXPLORING COMMUNITIES (Page numbers refer to Teacher's Edition)	AMERICAN BOOK COMPANY, COMMUNITIES	SUPPLEMENTING	
6. Identify various minority groups living in selected communities and identify the contributions of these minorities to the society in which they live.	Unit 3, pp. 218-220 (Mexicans in Los Angeles, bilingual schools, food) Unit 4, pp. 247-249 (French in Canada--population, language, customs)	*Chapter 8, pp. 158-159 (Where customs come from)	MCGRAW-HILL: Text uses different minority groups as examples but does not identify them as minority or for their contributions because of their ethnic background. Unit 3, pp. 186-188 (Black, Mexican, Chinese, Japanese, are a significant part of population--does not depict contributions)	AMERICAN BOOK: Unit 4, pp. 126-161 (Deals with tradition, custom, holidays, beliefs, of different countries but does not refer to them as contributions)
7. Identify ways in which selected communities solve their problems.	Unit 2, pp. 149-151 Unit 3, pp. 227-232 Unit 3, pp. 205-207 Unit 3, pp. 210-214 Unit 4, pp. 289-290	Chapter 4, pp. 73-75 (Israel and water problem) Chapters 11 and 12, pp. 198-239 (Japan--space, clothes, shelter, food, industry; Brazil--water, power supply, population, space)		AMERICAN BOOK: Family of Man Kits on Japan and Israel
8. Identify the earth as a global community in which people and communities are inter-dependent in many ways.	Unit 4, pp. 242-246	Chapters 5 and 6, pp. 86-123 (Norway and Nigeria--dependence on other places in exchange for fish and oil)		AMERICAN BOOK: Level 2 (Others), Chapter 1, pp. 71-101 Family of Man Kits
			County Film Guide # 23791 Why We Need Each Other # 22594 Cities and Shopping	

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 3

POS OBJECTIVES	MCGRAW-HILL, EXPLORING COMMUNITIES (Page numbers refer to Teacher's Edition)	AMERICAN BOOK COMPANY, COMMUNITIES	SUPPLEMENTING	
SKILLS				
1. Use map keys to identify man-made and physical features.	Unit 1, pp. 38-41	*Chapter 4, Skill page, p. 70 (Physical features)		AMERICAN BOOK: Man-made features are covered in Level 2 (Others); Unit 1, p. 32, Skill page includes schools, roads, churches, and parks. Family of Man Kits have excellent map skills.
			County Film Guide # 22578 Map Skills-Using Maps Together # 24013 Map Skills-Recognizing Physical Features # 22066 Maps-Where Am I?	
2. Locate cities, countries, capitals, continents, and oceans on maps and globes.	Unit 1, p. 42 (Continents and oceans) Unit 2, pp. 101-102 (Cities) Unit 1, p. 46 (Countries) Unit 2, pp. 92-95 (Capitals)	Throughout Text: Introduction, pp. 1-9 (countries, continents, and oceans) Chapter 8, Skill page, p. 157 (Deals with seven continents of the world) P. 52 (Capitals) Unit 5, p. 183	MCGRAW-HILL: Unit 1, pp. 38-41 (Cities first described on a map)	AMERICAN BOOK: Family of Man Kits have excellent map skills
			County Film Guide # 22578 Map Skills-Using Different Maps Together # 24013 Map Skills-Recognizing Physical Features # 22066 Maps-Where Am I? # 22623 The Globe and Our Round Earth	
3. Use intermediate and cardinal directions.	Unit 1, pp. 46-50 (Introduces cardinal directions) Unit 2, pp. 96-97 (Introduces intermediate directions) Unit 3, p. 193 (Make a map and use directions)	*Chapter 6, pp. 105-107, 119, 122-123 (Cardinal directions)		AMERICAN BOOK: Family of Man Kits have excellent map skills
			County Film Guide # 22066 Maps-Where Am I?	

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 3

POS OBJECTIVES	MCGRAW-HILL, EXPLORING COMMUNITIES (Page numbers refer to Teacher's Edition)	AMERICAN BOOK COMPANY, COMMUNITIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING	
4. Distinguish between statements of fact and statements of opinion.			MCGRAW-HILL: Unit 1, Lesson 18, pp. 74-76 (Particular Evaluation)	AMERICAN BOOK: Chapter 4, p. 63 (distinguishes between fact and fiction, not opinion)
5. Analyze information about the same community from two or more sources; recognize agreement and contradiction.			This objective could easily be met through use of the library and Family of Man Kits.	
BELIEFS AND VALUES				
1. Identify some responsibilities of community members.	Unit 1, pp. 120-122 (City services and member responsibilities)	Chapter 9, pp. 164-179 (Rules and laws are the major objectives of the chapter, but responsibilities to follow the rules is included)	MCGRAW-HILL: Level 4, Unit 2, Chapter 4, pp. 179-181 (Duties of Mossi family members)	AMERICAN BOOK: Level 2 (Others), pp. 102-123 (In each chapter is a human interest letter from a child in the country that tells of typical responsibilities of children)
			Family of Man Kits on Israel	
2. Identify some basic human rights.			MCGRAW-HILL: Unit 3, p. 171 (Supports this objective but does not identify human rights) Pp. 334-335, 339-342 (Defines fairness, dispute over equal rights for women in USSR and fair and unfair treatment of people in general)	

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 3

POS OBJECTIVES	MCGRAW-HILL, EXPLORING COMMUNITIES (Page numbers refer to Teacher's Edition)	AMERICAN BOOK COMPANY, COMMUNITIES	SUPPLEMENTING
3. Distinguish between actions that support and deny people their personal and human rights.		*Chapters 9 and 10, pp. 164-195 (Rules, laws, and why they are made)	MCGRAW-HILL: Unit 3, p. 171 County Film Guide # 23503 Why We Have Elections # 23186 Why We Have Laws
4. Analyze ways in which disputes are settled in two different situations and discuss how the method of solution is a reflection of values.	Unit 1, pp. 60-61 Unit 2, pp. 134-135 (Hypothetical trading game having goods and wants) Unit 2, pp. 147-148 (Defines values and has listing of priorities as an exercise)	*Chapter 9, pp. 175-176 (Luo, Kenya one example of what happens when rules are broken by adults and children)	MCGRAW-HILL: Level 4 (Studying Cultures), Unit 1, p. 69; Unit 2, pp. 185-186 (Two sets of norms--methods of solution open ended) Family of Man Kits on Israel and Ghana
5. Identify some beliefs and values held by people in various communities around the world and compare with own beliefs and values.	*Unit 2, pp. 106-107 (Compares the values of own community) Pp. 256-266 ("Around the World" kept this objective from being covered)	Chapters 7 and 8, pp. 126-161 (Nepal and Guatemala)	MCGRAW-HILL: Level 4 (Studying Cultures), Unit 1, pp. 44-47 (Defines and gives an example of a belief. States the components of a culture as behavior, beliefs, language, and artifacts) Unit 2, pp. 169-171 County Film Guide # 20260 Christmas Customs: Near and Far All Family of Man Kits

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 3

POS OBJECTIVES	MCGRAW-HILL, EXPLORING COMMUNITIES (Page numbers refer to Teacher's Edition)	AMERICAN BOOK COMPANY, COMMUNITIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING	
PARTICIPATION				
1. Participate with others in identifying actions that can be taken to improve the school community and take at least one action.	Unit 3, pp. 194-196	Chapter 10, Overview, p. 182 (Teaching suggestions) p. 190	MCGRAW-HILL: Unit 4, p. 279 (Relates to community improvements through improvements of school plant and conduct)	AMERICAN BOOK: Level 2, Chapter 5, p. 123
2. Participate with others in group activities and projects.	Unit 3, pp. 194-196	Chapter 12, pp. 238-239 (Suggested activities)	Family of Man Kits	

ELEMENTARY PROGRAM OF STUDIES

LEVEL 4

Students examine life in Fairfax County and in Virginia, past and present. The program consists of a study of the needs, skills, and lifestyles of people in Fairfax County, past and present (one semester), and of the history and geography of Virginia (one semester). Geographic knowledge and skills are emphasized in each semester.

Basic adopted instructional materials (developed by the school system) are:

Fairfax County: A Learning Kit, 1976.

Land and People of Virginia, 1979 (textbook, teacher's guide, and media kit)

Correlations of Program of Studies objectives and the adopted textbook, Land and People of Virginia, are incorporated in the Land and People of Virginia Teacher's Guide. The column labeled References/Resources lists POS objectives in social studies and other subject areas that are developed by the suggested activities in the Teacher's Guide.

ELEMENTARY PROGRAM OF STUDIES

Correlation of Social Studies Objectives and Adopted Textbooks

LEVEL 5

This document is a resource chart to assist teachers in selecting appropriate instructional materials to teach the objectives provided in the Fairfax County Public Schools Curriculum, Program of Studies (POS).

The chart correlates the social studies POS objectives with the adopted texts and supplementary materials. The chart includes:

- POS objectives
- chapter (or unit) and page number in the Teacher's Editions that contain information related to the specific objectives
- supplemental ideas and materials

The FCPS social studies POS objectives are supported by county adopted textbooks and supplementary instructional materials. Level 5 textbooks were adopted by the Fairfax County School Board in 1979. These are:

Scott, Foresman Social Studies, Scott, Foresman and Company, 1979.
Exploring Our World: The Americas, Follett Publishing Company, 1980.

HOW TO USE THE CORRELATION CHARTS

1. Determine POS objective to be taught.
2. Locate the column which lists the text in use.
3. Read the references designed to teach the POS objective. (All page numbers refer to Teacher's Edition unless otherwise noted.)
4. Plan and implement the lesson using the references and the supplementary materials.
5. Use blank spaces for teacher notes.

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 5

POS OBJECTIVES	FOLLETT, THE AMERICAS (Page numbers refer to Teacher's Edition)	SCOTT, FORESMAN SOCIAL STUDIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
KNOWLEDGE:				
17th and 18th Century America				
1. Describe the discovery and early settlement of America as a background for studying 17th and 18th century America.	Unit 2 (Exploration) 90-99 (The Southeast) 118-130 (New England) 150-154 (Middle Atlantic)	Chapters 6-8	FOLLETT: Workbook, 13-20 (Exploration); 39-42 (New England Settlement); 47 (Middle Atlantic Settlement)	SCOTT, FORESMAN: Preliminary Activity, 87, 90, 108
			County Film Guide # 20108 Age of Discovery - English, French, and Dutch Explorations # 20109 Age of Discovery - Spanish and Portugese Explorations # 20926 Story of Christopher Columbus # 22324 Explorations of Prince Henry # 22330 1492 Part 2 # 22537 Beginnings of Exploration # 22538 Spanish Explorers # 22539 English and Dutch Explorers	
2. Identify the roles and contributions of famous persons of the colonial period, including:	120-121*		County Film Guide # 20895 Captain John Smith - Explorer	
Miles Standish				
William Bradford	121*, 123*			
Samoset and Massasoit	121* (Samoset) 121*, 123*, 124*, 125 (Massasoit)			

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 5

POS OBJECTIVES	FOLLETT, THE AMERICAS (Page numbers refer to Teacher's Edition)	SCOTT, FORESMAN SOCIAL STUDIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
Roger Williams	124	102-103		
Anne Hutchison	124	103		
George Calvert (Lord Baltimore)	152	107-108*		
William Penn	153-154	104-105		SCOTT, FORESMAN: Challenging Activity (Quakers), 106
Benjamin Franklin	153	139-141*		
Paul Revere	183	139*		SCOTT, FORESMAN: Additional Activities (Poem), 140; Workbook, 33
Crispus Attucks		130		SCOTT, FORESMAN: Preliminary Activity, 130; Workbook, 33
Review the roles and contributions of famous Virginians previously studied.	93-94 (John Smith) 93*, 94*, 96* (Powhatan) 95* (John Rolfe)	92-93 (John Smith) 91-93 (Powhatan) 93-94 (John Rolfe) 93-94 (Pocahontas)		
3. Identify and explain the significance of important events, including:				
English settlement at Jamestown	90-96	90-95	FOLLETT: Workbook, 31	SCOTT, FORESMAN: End of Unit Activities, 114
			County Film Guide # 22545 Jamestown - The First English Settlement in America # 22839 Jamestown Colony - 1607-1620	

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 5

POS OBJECTIVES	FOLLETT, THE AMERICAS (Page numbers refer to Teacher's Edition)	SCOTT, FORESMAN SOCIAL STUDIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
Pilgrim settlement at Plymouth, Massachusetts	118-123	98-99	FOLLETT: Workbook, 39-40	SCOTT, FORESMAN: End of Unit Activities, 114 Additional Activities, 102
			County Film Guide # 22306 The Pilgrim Adventure	
Establishment of Massachusetts Bay Colony	123-124	100-103		SCOTT, FORESMAN: Additional Activities, 102
			County Film Guide # 22832 Puritan Family of Early New England	
			Family of Man Kit - Early New England	
Dutch settlement at New Amsterdam	151			
Founding of Maryland by Lord Baltimore	152	107		
Establishment of Rhode Island Colony by Roger Williams	124	102-103		
First ironworks, woolen mill, and shipbuilding in United States around Boston	131-132 (Mills)	175-176 (Mills)	FOLLETT: Workbook, 43	SCOTT, FORESMAN: Debate, 174; research on modern mills, 175; Workbook, 43
			County Film Guide # 22907 Industrial Revolution - Beginnings in the U.S.	
First whaling voyages	128		FOLLETT: Workbook, 44	
Salem witch trials				

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 5

POS OBJECTIVES	FOLLETT, THE AMERICAS (Page numbers refer to Teacher's Edition)	SCOTT, FORESMAN SOCIAL STUDIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
John Peter Zenger trial for libel--freedom of press upheld				
French and Indian War	177-178, 370*	122-123		
British Stamp Act	181	122, 124		SCOTT, FORESMAN: Debate, 124; posters, 124; Additional Activities (Play), 133; Workbook, 30-31
			County Film Guide # 22900 Boston Tea Party	
Declaration of Independence	184-186	140*	FOLLETT: Workbook, 56-57	
Revolutionary War	183-193	Chapter 11	FOLLETT: Workbook, 58-59	SCOTT, FORESMAN: Preliminary Activity, 143; Developing the Lesson, 144
			County Film Guide # 24167 To Secure These Rights " # 22171 The Story of a Patriot	
4. Enumerate some changes that occurred in early colonial society, including: growth of freedom of speech, press, and religion	124, 152-154	102-105, 107-108		SCOTT, FORESMAN: Developing the Lesson, 110-111; Additional Activities, 112
			County Film Guide # 22965 New England Town - 1660 - Call of the Frontier # 22840 Pioneer Journey Across the Appalachians	

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 5

POS OBJECTIVES	FOLLETT, THE AMERICAS (Page numbers refer to Teacher's Edition)	SCOTT, FORESMAN SOCIAL STUDIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
Expansion through colonization and trade	124, 152-154 (The pages in both of these textbooks reflect colonization due to the need for colonial freedom. Trade is not brought out in either book, however.)	102-105, 107-108		SCOTT, FORESMAN: Workbook, 71
The Revolution resulting in self-government	183-193	Chapter 11		SCOTT, FORESMAN: Town Meeting, 120, 168
			County Film Guide # 22231 "1776" # 22901 Shot Heard Round the World # 23766 Soldier of the Revolution	
The Constitution				
5. Explain the significance of the following:				
Magna Carta				
Mayflower Compact	120			
First Continental Congress	182	133		
Second Continental Congress	184, 189	139-140		
Declaration of Independence	184-186	140*		
Articles of Confederation		149-151		SCOTT, FORESMAN: Workbook, 38
Constitutional Convention	193-194	152-153		

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 5

POS OBJECTIVES	FOLLETT, THE AMERICAS (Page numbers refer to Teacher's Edition)	SCOTT, FORESMAN SOCIAL STUDIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
Constitution and Bill of Rights	194	153-157		SCOTT, FORESMAN: Additional Activities, 151; Preliminary Activity, 156
			County Film Guide # 22879 The Great Rights # 23670 Bill of Rights in Action - Freedom of the Press	
6. Explain the structure of our national government, including the executive branch	195	153-154	FOLLETT: Workbook, 59-60	SCOTT, FORESMAN: Workbook, 39, 154; Additional Activity, 155
legislative branch	194	153-154		
judicial branch	195	153-154		
concept of checks and balances		154		
7. Describe the function of compromise in establishing and maintaining the federal government.	194-195 (The function of compromise within the federal government is not clearly defined on these pages. The roles of the branches within the government, however, are described in detail.)	153-154	County Film Guide # 20283 Constitution of the United States	

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 5

POS OBJECTIVES	FOLLETT, THE AMERICAS (Page numbers refer to Teacher's Edition)	SCOTT, FORESMAN SOCIAL STUDIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
8. Identify the role played by each of the following in framing the Constitution:	(The pages listed in this section pertain primarily to other contributions made by these people; very little space is devoted to their roles in framing the Constitution.)			
John Adams		118, 127, 133, 141*, 162*		SCOTT, FORESMAN: Workbook, 42
Benjamin Franklin	153, 184-185	140-141		
George Washington	174-179, 187-190, 192*, 191*, 196	139-141		
James Madison	201	152*, 162*, 165*		
Alexander Hamilton		161-162		SCOTT, FORESMAN: Workbook, 41
George Mason				
John Jay		162-164		
9. Identify and explain the significance of important events, such as:				
Treaty of Paris establishing boundaries of United States				
Northwest Ordinance establishing Northwest Territory and barring slavery there	214		County Film Guide # 22182 The Westward Movement, Settlers of the Old Northwest Territory	

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 5

POS OBJECTIVES	FOLLETT, THE AMERICAS (Page numbers refer to Teacher's Edition)	SCOTT, FORESMAN SOCIAL STUDIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
Invention of the cotton gin	132-133	180-183		SCOTT, FORESMAN: Workbook, 45
Louisiana Purchase	197-199	194		SCOTT, FORESMAN: Preliminary Activity, 195
Lewis and Clark Expedition	197-199	194-196		SCOTT, FORESMAN: Diary, 200
			County Film Guide # 22346 Journals of Lewis and Clark	
Fulton steamboat on the Hudson River	155	211		
War of 1812	200-201	190-191*	FOLLETT: Workbook, 61	
United States purchase of Florida from Spain				
Missouri Compromise limiting slavery		220 (Though not specifically named, the Missouri Compromise is presented on this page.)		
Opening of Erie Canal	156	210-211		
Establishment of underground railway	269	221	FOLLETT: Helps for teaching, 267-270	SCOTT, FORESMAN: Developing the Lesson, 221
			County Film Guide # 23995 You Are There - Harriet Tubman and the Underground Railroad	
Last Cherokees forced west	210-211, 245*			SCOTT, FORESMAN: Workbook, 59; Preliminary Activity, 244

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 5

POS OBJECTIVES	FOLLETT, THE AMERICAS (Page numbers refer to Teacher's Edition)	SCOTT, FORESMAN SOCIAL STUDIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
First telegraph message	316, 317*	214		SCOTT, FORESMAN: 214
Statehood for Texas, California, Utah, New Mexico, Arizona	245-246 (Settlement of and statehood for Texas) 313-316 (California) 299 (Utah)	200* (Texas) 204* (California) 200* (New Mexico) 200* (Arizona)	FOLLETT: Workbook, 77 (Texas and Oklahoma)	
Organization of Oregon Territory	320-322		County Film Guide # 22841 Pioneer Journey to the Oregon Country # 22006 Children of the Wagon Train	
Pony Express	316	213-214		SCOTT, FORESMAN: Workbook, 51; Developing the Lesson, 213
10. Identify important participants in the westward expansion and explain their contributions:				SCOTT, FORESMAN: Suggestion for interested students, 189
Daniel Boone	209-211	190	FOLLETT: Workbook, 63	
			County Film Guide # 21034 Wilderness Road	
Lewis and Clark	197-199	194-196		
Sacajawea	198-199	195-196		
Davy Crockett		190		
Zebulon Pike				

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 5

POS OBJECTIVES	FOLLETT, THE AMERICAS (Page numbers refer to Teacher's Edition)	SCOTT, FORESMAN SOCIAL STUDIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
Brigham Young	299	205-206		
John James Audubon				SCOTT, FORESMAN: Additional Activities, 199
John C. Fremont				
Kit Carson				
Junipero Serra	313*			
11. Identify contributions of women and various ethnic groups to westward expansion.	198-199 (Sacajawea) 299 (Mormons) 300 (Sarah Winnemucca)	206* (Narcissa Whitman) 190 (Annie Christmas) 195-196 (Sacajawea) 205-206 (Mormons)		
12. Identify factors which contribute to successful survival in a new environment.	212-213 (Westward Expansion)	192-193, 254-255 (Westward Expansion)		SCOTT, FORESMAN: Preliminary Activity, 90 and 254; Interested Students, 255
	(The pages indicated for both of these books concern the westward expansion only. Other factors contributing to the successful survival of the colonists and early settlers are discussed throughout the books.)			
13. Identify westward routes and describe the importance of transportation and communication in settlement of the west.	154-158	194-197 (Sante Fe Trail) 204-205 (Oregon and Mormon Trails) 213-214 (Pony Express) 210-211 (Erie Canal) 246-248 (Transcontinental Railroad) 214 (Telegraph) 186, 187, 189, Chapter 16 (General travel west)		SCOTT FORESMAN: Workbook, 50; Maps/river transportation, 188; Preliminary Activity, 202 and 210; End-of-chapter Activities
			County Film Guide # 21034 Wilderness Road # 22841 Pioneer Journey to the Oregon Country # 22074 Mississippi River - Its Role in American History	

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 5

POS OBJECTIVES	FOLLETT, THE AMERICAS (Page numbers refer to Teacher's Edition)	SCOTT, FORESMAN SOCIAL STUDIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
14. Identify how various ethnic groups were affected by the opening of the West.	243 (Settlers, Indians) 245-246 (Settlers) 247 (Indians) 278 (Indians) 288-301 (Indians, Miners, Sheepherders, Cowboys, Farmers, Mormons) 299 (Mormons) 321 (Indians)	202-204 (49ers) 205-206 (Mormons) 245 (Indians) 246-247 (Railroad builders/ Chinese) 249-251 (Miners and Ranchers) 254-255 (Homesteaders)	County Film Guide # 23300 The American Indian - After the White Man Came # 23883 Gold Rush County # 22183 Westward Movement - The Settling of the Great Plains # 22345 Westward Movement - The Gold Rush	
	(Both ethnic and occupational groups affected by the opening of the West are discussed in these textbooks.)			
15. Compare the ways people made a living in the North and the South prior to 1860.	Though no particular pages make this comparison, Unit 4 deals with the Southeast and Units 5 and 6 deal with the Northeast and Middle Atlantic states.	Chapter 14	FOLLETT: Workbook, 83	SCOTT, FORESMAN: End of Chapter Activities (Discussion), 185
16. Describe the lives and roles of slaves in plantation society.	98-99	216-218	FOLLETT: Workbook, 83	SCOTT, FORESMAN: A Challenging Activity, 219
17. Compare the rights guaranteed black people with those guaranteed white people during the period of westward expansion.	245*	216-218*		
	(Though slavery is discussed in both texts, a comparison of the rights of black people with the rights of white people is not clearly presented.)			

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 5

POS OBJECTIVES	FOLLETT, THE AMERICAS (Page numbers refer to Teacher's Edition)	SCOTT, FORESMAN SOCIAL STUDIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
Geography				
18. Locate on a map the fifty states of the United States, their capitals, and other important cities; identify the states on an outline map.	14-17	368, 373	FOLLETT: Workbook (States Only), 64-65	
19. Name and locate on a map the Great Lakes; the Appalachian, Rocky, and Sierra Nevada Mountains; the Mississippi, Ohio, Missouri, Columbia, Colorado, and Tennessee Rivers; the Atlantic and Pacific Oceans; and the Gulf of Mexico.	16-17	373 (Water locations) 376 (Land formations)		
20. Identify the geographic regions of the United States; locate them on a map.	Text is organized according to geographic regions. These are particularly identified on 69-72.	361-365	FOLLETT: Workbook, 66, 75, 20, 105	SCOTT, FORESMAN: Travel Bureau and Menu Planning, 364; National Parks, 368
21. Identify resources and products of the various geographic regions of the United States; explain how these affect the lives of people within the region and throughout the nation.	Text is organized according to geographic regions.		FOLLETT: Workbook, 52	

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 5

POS OBJECTIVES	FOLLETT, THE AMERICAS (Page numbers refer to Teacher's Edition)	SCOTT, FORESMAN SOCIAL STUDIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
SKILLS				
1. Develop a timeline for each period of American history studied.	Time lines are displayed at the beginning of each unit.		FOLLETT: Workbook, 19	SCOTT, FORESMAN: 82; Developing the Lesson, 210; Workbook, 25, 48
2. Write a simple constitution or set of rules; make compromises as necessary in order to reach decisions by the majority.			County Film Guide # 23186 Why We Have Laws - Shiver, Gobble, and Snore	SCOTT, FORESMAN: Preliminary Activity, 122
3. Write one-sentence summaries of main ideas in the Constitution.				SCOTT, FORESMAN: Rewrite the Amendments to the Bill of Rights, 153
4. Distinguish between statements of fact and statements of opinion.				SCOTT, FORESMAN: Debate, 110; Letter Writing, 222; Workbook, 61
5. Identify main ideas in both oral and written material.			FOLLETT: Workbook (Outlining about the Revolutionary War), 54-56	
6. Locate and compare information on a topic from two or more sources.				SCOTT, FORESMAN: Debate, Colonial Laws, 110; Additional Activities (Transportation), 248; End of Unit Activities (Interview), 358
7. Use primary and secondary sources in studying a topic.				SCOTT, FORESMAN: Debate, 110; Teaching Suggestions (Personal Stories), 252

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Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 5

POS OBJECTIVES	FOLLETT, THE AMERICAS (Page numbers refer to Teacher's Edition)	SCOTT, FORESMAN SOCIAL STUDIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
8. Interpret map symbols.		Throughout the text		SCOTT, FORESMAN: 371, 379; Workbook, 7, 8
9. Locate places when given coordinates.		374-379		SCOTT, FORESMAN: 371, 379; Workbook, 7, 8
10. Estimate distance on a map using a scale.		370-379	FOLLETT: Workbook, 5, 66	
11. Identify cardinal and intermediate directions on a map.		Maps throughout the text could be used for identifying directions.	FOLLETT: Workbook, 5	
12. Interpret pictures, graphs, charts, and tables.	449-455 (Additional interpretive materials are located throughout the text.)	177-179	FOLLETT: Workbook, 6-8	SCOTT, FORESMAN: Making Graphs, 120; 178; Workbook, 22, 29, 44, 60, 64, 77
PARTICIPATION				
1. Dramatize an event or play the role of a person from American history.			FOLLETT: Workbook, 68	SCOTT, FORESMAN: 111, 133
2. Participate in a discussion or debate in which students present arguments on both sides of the question.				SCOTT, FORESMAN: 110, 124, 174, 221
			County Film Guide # 24374 A-M-E-R-I-C-A-N-S	

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 5

POS OBJECTIVES	FOLLETT, THE AMERICAS (Page numbers refer to Teacher's Edition)	SCOTT, FORESMAN SOCIAL STUDIES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)
3. Compose a set of clear, enforceable laws for a hypothetical or real situation; contrast these laws with the Constitution of the United States, the Bill of Rights, or the Fairfax County Public Schools policy, "Responsibilities and Rights, Elementary School Students."			
BELIEFS AND VALUES			
1. Identify some beliefs and values incorporated in the following:			
Mayflower Compact			County Film Guide # 22844 The Pilgrims
Declaration of Independence			
Constitution of the United States			County Film Guide # 22879 The Great Rights
2. Identify some values that were reflected in laws of early America; compare them with values reflected in laws today.			SCOTT, FORESMAN: 150; Workbook, 24, 37 County Film Guide # 22301 Colonial America in the 18th Century

ELEMENTARY PROGRAM OF STUDIES

Correlation of Social Studies Objectives and Adopted Textbooks

LEVEL 6

This document is a resource chart to assist teachers in selecting appropriate instructional materials to teach the objectives provided in the Fairfax County Public Schools Curriculum, Program of Studies (POS).

The chart correlates the social studies POS objectives with the adopted texts and supplementary materials. The chart includes:

- POS objectives
- chapter (or unit) and page number in the Teacher's Editions that contain information related to the specific objectives
- supplemental ideas and materials

The FCPS social studies POS objectives are supported by county adopted textbooks and supplementary instructional materials. Level 6 textbooks were adopted by the Fairfax County School Board in 1979. These are:

Exploring Our World: Eastern Hemisphere, Follett Publishing Company, 1980
Cultures, American Book Company, 1979

HOW TO USE THE CORRELATION CHARTS

1. Determine POS objective to be taught.
2. Locate the column which lists the text in use.
3. Read the references designed to teach the POS objective. (All page numbers refer to Teacher's Edition unless otherwise noted.)
4. Plan and implement the lesson using the references and the supplementary materials.
5. Use blank spaces for teacher notes.

Key: Asterisk (*) means that objective is only partially covered.

CORRELATION OF SOCIAL STUDIES OBJECTIVES AND ADOPTED TEXTBOOKS

LEVEL 6

POS OBJECTIVES	FOLLETT, EASTERN HEMISPHERE (Page numbers refer to Teacher's Edition)	AMERICAN BOOK, CULTURES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
KNOWLEDGE				
EARLY CULTURES				
1. Examine an early society and describe how human beings differ from other forms of life, including their ability to learn from the past, to adapt to change, to use language, and to make and use tools.	Unit 2	2-15 (Bushmen)	FOLLETT: Start Students Thinking, 39-40; Suggested Unit Activities and Aids #1, 43 County Film Guide # 22984 Bushmen of the Kalahari # 33846 Cave Dwellers of the Old Stone Age	
2. Describe methods used by anthropologists and archaeologists to learn how people lived in the past.	44-45 (Anthropology) 63*, 64*, 74*, 77, 79*, 423* (Archaeology)	Chapter 3 Chapter 8 (This chapter could be used to supplement a unit on anthropology and/or archaeology.)	FOLLETT: Culminating Activity, 44 and 49; Start Students Thinking, 54; Workbook, 10 County Film Guide # 22516 The Archaeologist and How He Works # 22726 Archaeologists At Work # 23167 Dr. Leakey and the Dawn of Man	AMERICAN BOOK: Workbook, 17, 20
3. Explain how ways of living change by comparing life-styles of differing societies; for example, hunter-gatherer, farmer-herder, city dweller.	Unit 2	(Objective is found throughout the entire text.)	FOLLETT: Start Students Thinking, 41; Suggested Unit Activities and Aids #2, 43; Workbook, 23	AMERICAN BOOK: Workbook, 23
4. Describe how a society is organized and exerts control over its members.	Unit 2		County Film Guide # 23186 Why We Have Laws - Shiver, Gobble, and Snare	AMERICAN BOOK: Workbook, 24

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POS OBJECTIVES	FOLLETT, EASTERN HEMISPHERE (Page numbers refer to Teacher's Edition)	AMERICAN BOOK, CULTURES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
5. Locate sites of early cultures under study on maps and globes; identify their important physical features.	49, 54, 63, 79, 82, 85, 89, 94, 95 (Maps (Physical features are mentioned throughout Units 2, 3, and 4. They are particularly clear in many of the photographs within the chapters.)	73	FOLLETT: Workbook, 21	AMERICAN BOOK: Workbook, 27
6. Explain the effects of the physical environment on the development of societies and cultures; for example, the influence of the Nile River on Egyptian civilization, or how a lack of natural barriers in Mesopotamia led to constant wars.	Units 2, 3, and 4 (Though these chapters discuss the physical environments of the areas, the relationship between the development of societies and geographical features is not always clear.)	Chapter 4		AMERICAN BOOK: Workbook, 27
7. Identify some of the factors early cultures had in common, such as basic needs, respect for tradition, and desire for dignity; describe the diverse ways in which early cultures met their needs.	Chapters 2, 3, and 4	Various aspects of this objective are suggested, but not clearly described. See Chapters 1, 4, and 5 (Good pictorial comparison on 14-15 and short culture comparison on 88)		
8. Describe the roles of women, minority group members, or classes in early cultures.	67-76 (Classes)			

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CLASSICAL CIVILIZATIONS (GREECE AND ROME)				
9. Identify prominent individuals of Greece and Rome and list their contributions to world civilization and to contemporary society, including:				
Socrates	105	121-122		
Aristotle	106			
Hippocrates				
Homer	108*	122-173		
Pericles	101, 102*, 108*	117-118		
Alexander the Great	109	123-124		
Augustus Caesar	115-116	125*		
Julius Caesar	113-114	125	County Film Guide # 22197 Julius Caesar - The Rise of the Roman Empire	
10. Describe how Greek and Roman societies were organized and exerted control over their members; discuss the relationship between social control and individual freedom.	Unit 3	116-125		

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11. Locate Greece and Rome on maps and globes; identify and locate important physical features.	102, 109, 113	115 (Greece) 124 (Rome)		
12. Identify the effects of the physical environment on the development of Greek and Roman civilizations.	102			
13. Describe the roles of women, minority-group members, or classes in Greek and Roman cultures.	103-107 (Greek) 116-120 (Roman) These pages cover some minority groups and women, but generally discuss the roles of classes. See 121, "Explore Your Values."	118*, 120*, 123*	County Film Guide # 10060 Claudius, Boy of Ancient Rome # 23558 Everyday Life in a Roman Province # 20833 Roman Life in Ancient Pompeii # 24008 You Are There: Fall of Troy	
14. Identify some influences of the Greeks and Romans on American society, including language, government, art, and architecture.	110 (Greek) 120 (Roman) Even though specific contributions of the Greeks and Romans are found on these pages, other influences are presented throughout the unit.	23-33 116-125	FOLLETT: Start Students Thinking, 55	AMERICAN BOOK: Workbook, 39, 44 Motivation, 28

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15. Identify problems in Greek and Roman societies and compare them with problems in our own society.	119 (Roman) Troubles within the Greek culture are briefly mentioned throughout the chapter but are never actually identified as problems. Roman problems are particularly identified on 119 but are also mentioned throughout the chapter. No comparison to problems in our own society is ever made.	116-125 (Problems are hinted at but are never completely discussed.)		
The Middle Ages and the Renaissance				
16. Identify prominent individuals of the Middle Ages and the Renaissance and describe their contributions to world civilization and to contemporary society: Pope Gregory, St. Francis, Charlemagne, the Tudors, deMedici, Gutenberg, Chaucer, Leonardo daVinci.	136*, 149 (Charlemagne) 178* (deMedici) 180-181 (Gutenberg) 327-328 (Marco Polo) 182 (Galileo) 193-194 (Queen Elizabeth) 178-179 (Michelangelo) 310 (Copernicus-picture) 183-185 (Martin Luther) 193-194 (Queen Mary) 185-186 (John Calvin) 186-187 (Loyola) 188-190 (Philip II)	214* (Gutenberg) 207-211 (daVinci) 200 (Marco Polo) 189-190 (King John) 217 (Galileo) 212-214 (Queen Elizabeth) 215-217 (Isaac Newton) 210* (Michelangelo) 217 (Copernicus)	FOLLETT: Workbook, 54-57 <u>Investigating Societies</u>, McGraw-Hill, 406 (Joan of Arc); 404-405 (Eleanor of Aquitaine)	AMERICAN BOOK: Workbook, 74 (Gutenberg), 75 (Galileo), 76, 65 (Robin Hood)

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POS OBJECTIVES	FOLLETT, EASTERN HEMISPHERE (Page numbers refer to Teacher's Edition)	AMERICAN BOOK, CULTURES	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
17. Demonstrate how ways of living change by contrasting an aspect of life in the Medieval or Renaissance world with the same aspect of life in the classical or contemporary world.	Unit 9 (The Renaissance period is discussed but contract to earlier or later societies is very limited.)	Some aspects of change are mentioned in Chapters 9 and 10 but the objective is not completely covered. For example: see 212 "They felt busy enough and rewarded enough as wives and mothers. This is one aspect of our culture that has changed very slowly."	FOLLETT: Discuss Clue Questions #3, 65	
18. Examine the feudal structure and its effect on the lives of people of the Middle Ages; explain why it was so organized and how it broke down; identify the institutions that took its place.	139-142	185-190	FOLLETT: Suggested Unit Activities #4, 62; Suggested Unit Activities #1, 65; Workbook, 40, 44	AMERICAN BOOK: Workbook, 64, 66, 67, 68
			Investigating Societies, McGraw-Hill, 401-409 County Film Guide # 20639 Medieval Knights # 22468 Life in a Medieval Town # 24016 Medieval Life - The Monastery	
19. Explain how changes in the ways people viewed themselves and the world brought about the Renaissance.	Unit 9	Chapter 10	FOLLETT: Workbook, 52	AMERICAN BOOK: Workbook, 69

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POS OBJECTIVES	FOLLETT, EASTERN HEMISPHERE (Page numbers refer to Teacher's Edition)	AMERICAN BOOK, CULTURES (Page numbers refer to Teacher's Edition)	SUPPLEMENTING (All pages refer to Teacher's Edition unless otherwise noted)	
20. Define basic terms associated with the Medieval and Renaissance world, such as feudalism, chivalry, class system, serf, lord, manor, allegiance, government by consent, monarchy, divine right, renaissance.	Units 6-9 460-467 (Glossary) Key Vocabulary Words are found at the bottom of many pages throughout these units.	Chapter 9 388-390 (Glossary)	Investigating Societies, McGraw-Hill, 401-409	
21. Examine the role of women, minority-group members, or classes during the Middle Ages and Renaissance.	Unit 6 (Identifies the following groups: Christians, Moslems, Scythians, Germans, Vikings, Serfs, and Knights) 154-156	211-214	AMERICAN BOOK: Extensions, 212 Investigating Societies, McGraw-Hill, 401-409 County Film Guide # 22837 Boy of Renaissance Italy	
22. Identify and locate important physical features and cities of Europe.	Unit 8		FOLLETT: Workbook, 50, 51	
A Study of Two Contemporary Societies (Select from: Asian, African, Latin American, Eurasian) 23. Describe how each society is organized and governed and exerts control over its members.	332-335, 340-341 (China) 359 (Japan) 279-293 (USSR) 428, 432-433, 441-453 (Africa) 264-266 (Germany)		FOLLETT: Problems and Solutions, 78-80 (USSR); 76 (Germany)-See the starred activities under Suggested Unit Activities and Aids; Workbook, 70 Investigating Societies, McGraw-Hill, China, 282-283, 318-320, 326-327, 333-349; Africa, 177 (Evaluation), 182-184 County Film Guide # 22866 China's Industrial Revolution	

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24. Describe the things that societies have in common, such as basic needs, respect for tradition and desire for dignity; describe how different societies satisfy their needs in diverse ways.	349-352, 357-361 (Japan) 455 (Africa - Explore Your Values) 427-429		FOLLETT: Start Students Thinking, 87 (China); 98 (Africa); Workbook, 94-95 (Japan) Investigating Societies, McGraw-Hill, China, 260-265, 300-302; Africa, 170-172, 132-135 County Film Guide # 22461 Bamboo (Japan) # 22442 Japanese Village Life # 22463 Sheenya of the City (Japan) # 22117 African Continent - Southern Region # 22118 African Continent - Tropical Region # 22989 West Africa - Two Life Styles
25. Describe the roles of women, minority-group members, or classes in each society under study.	337-341 (China) 291-293 (USSR) 450-453 (Africa) 266-268 (Germany)		FOLLETT: Suggested Unit Activities and Aids #3, 88 (China), 90 (Japan) Investigating Societies, McGraw-Hill, 179-181 County Film Guide # 24011 Japan - Its Customs and Traditions # 22481 African Girl - Malobi
26. Locate the societies under study on maps and globes; identify and locate important physical features and cities of each.	323-326 (China) 345-348 (Japan) 276-277 (USSR) 417-419, 434, 437-440, 454 (Africa) 251-252, 268 (Germany)		Investigating Societies, McGraw-Hill, China, 274-275

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27. Explain the effects of the physical environment on the development of each society.	324-326, 342 (China) 345-348 (Japan) 277-278 (USSR) 417-420, 434, 437-440, 454 (Africa) 251-254 (Germany)		Investigating Societies, McGraw-Hill, China, 272-288, 136-143, 160-165 County Film Guide # 20551 Japan # 22533 Harvesting the Land and Sea (Japan) # 22115 African Continent - An Introduction # 22325 Continent of Africa
28. Identify important events in the history of each society and the significance of these events.	327-336 (China) 353-356 (Japan) 279-289 (USSR) 421-433, 441-453 (Africa) 250, 255-263 (Germany)		FOLLETT: Suggested Unit Activities #2, 99; Additional Activities, 147; Workbook, 88 (China) AMERICAN BOOK: Workbook, 110 (USSR) Investigating Societies, McGraw-Hill, China, 290-295, 307-320, 326-332; Africa, 145-156, 170-172, 191-199
29. Identify prominent individuals in the history of each society and their contributions to the society.	327-335 (China) 279-289 (USSR) 421-433, 441-453 (Africa) 250, 255-263 (Germany)		FOLLETT: Workbook, 77 (USSR-In Comparison); Workbook, 118-120, 123 (Africa); Workbook, 73, 75 (Germany-The Beliefs of Bismarck) Investigating Societies, McGraw-Hill, China, 293-295, 311-313, 318-325, 334-335
30. Compare the lifestyle of a person in Fairfax County with that of a person in one of the societies under study.	337-339 (China) 357-360 (Japan) 290-293 (USSR)		Investigating Societies, McGraw-Hill, China, 261, 273-279, 296 (Evaluation); Africa, 204 (Strategies), 220-231, 166-169

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31. Explain ways in which the society under study is inter-dependent with other cultures and areas of the world.	362, 349-352 (Japan) 251 (Germany)		Investigating Societies, McGraw-Hill, Africa 238-240 County Film Guide # 22441 Japan - East is West # 22534 Japan - Miracle in Asia	
SKILLS				
1. Use information given in maps, charts, and tables to compare and draw inferences about societies under study.	417-420, 434, 437-440, 454 (Africa) 251-254 (Germany) Throughout the book maps, charts, and tables are presented at appropriate places. These could be used to compare and draw inferences about the societies under study. For example: on page 39 the land use map could be employed to elicit from the students the area in which the Bushmen are located.	6, 52, 73, 115, 124 There are several maps in this book that could be used, but only in a limited way.	FOLLETT: Suggested Unit Activities and Aids #1, 87 (China); Suggested Unit Activities #2 Notes, 80 (USSR); Suggested Unit Activities #5, 103 (Africa); Workbook, 113-115, 117 (Africa); Workbook, 72 (Germany); Workbook, 47 (Middle Ages) Investigating Societies, McGraw-Hill, China, 166-167, 273-277 County Film Guide # 22482 USSR - Geography and People # 23892 Africa - An Introduction	AMERICAN BOOK: Workbook, 108 (China); Workbook, 101, 104-105 (Africa), Workbook, 28 (Egypt); 32 (Phoenicians), 37 (Ancient Civilizations), 63 (Middle Ages)
2. Use timelines to identify major events in the development of societies.	See beginning page of every unit.	49, 63	FOLLETT: (See pages at beginning of some units for Time Line Talk), Workbook, 88 (China), 77 (USSR), 114-115 (Africa) Investigating Societies, McGraw-Hill, China, 269; Africa, 171 (Strategies)	AMERICAN BOOK: Workbook, 38 (Ancient Civilizations), 69 (Renaissance)

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3. Use chronological terms (year, decade, century, B.C., A.D.) in measuring and comparing lengths of historical periods.	See beginning page of every unit.	49		
4. Make inferences about cultures and lifestyles from artifacts, pictures, readings, and other sources of information.			FOLLETT: Suggested Unit Activities and Aids #2, 87 (China); Start Students Thinking, 88 (Japan); Culminating Activities-Summarizing Thoughts, 103 (Africa); Start Students Thinking, 54 (Greece); Suggested Unit Activities #2, 60, and #3, 62 (Middle Ages); Culminating Activities, Picturing the Urban Revolution, 65 (Middle Ages); Workbook, 19 (Ur)	AMERICAN BOOK: Workbook, 113, (USSR), 30 (Egypt), 70 (Renaissance)
			Investigating Societies, McGraw-Hill, China, 300, 312, 333, 337, 340, 347, 350-351, 353 (Pictures)	
5. Formulate a hypothesis on the basis of limited evidence at the beginning of a unit and revise it as new evidence indicates.			FOLLETT: Culminating Activity, 88, (China); Culminating Activities-Summarizing Thoughts, 103 (Africa); Culminating Activities, Picturing the Urban Revolution, 65 (Middle Ages); Workbook, 20 (Archaeology), 48 (Middle Ages)	AMERICAN BOOK: Workbook, 16 (Archaeology)
			Investigating Societies, McGraw-Hill, China, Unit 3	

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6. Locate and organize information about the culture under study from a variety of sources.			FOLLETT: Culminating Activities-Social Scientists At Work, 103-104 (Japan, USSR, Africa, and Germany); Suggested Activities #3, 80 (USSR)	AMERICAN BOOK: Extension, 23
7. Use information gathered to write a paragraph with a main idea, supportive information, and a concluding sentence.			FOLLETT: Suggested Unit Activities #3, 99 (Africa), #1, 76 (Germany), #7, 44 (Prehistoric)	AMERICAN BOOK: Workbook, 43 (Rome/Greece)
8. Identify main ideas in oral and written material.			FOLLETT: Workbook, 77 (USSR-In Comparison), 28 (Greece)	AMERICAN BOOK: Workbook, 106 (Japan), 18 (Archaeology), 46 (China), 52 (Rome), 60 (Greece)
9. Distinguish between statements of fact and statements of opinion.			FOLLETT: Suggested Unit Activities #1, 76 (Germany); Workbook, 91 (China)	AMERICAN BOOK: Workbook, 15
			Investigating Societies, McGraw-Hill, Africa, 129-131	

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PARTICIPATION			
1. Participate in group activities and discussion related to the culture under study.			FOLLETT: Suggested Unit Activities and Aids #3, 88 (China); #2, 90 (Japan); #4, 80 (USSR); Start Students Thinking, 101 (Africa), Suggested Activities #1 and #2, 103 (Africa); Culminating Activity, 103-104 (Africa); Suggested Unit Activities #2, 60 (Middle Ages) Investigating Societies, McGraw-Hill, China, 349, 351, 354, 356 (Strategies, 274 (Additional Activity)
2. Participate in one of the following: dramatization of an event in the history of the culture under study; a debate about an issue facing the people of the culture; an audio-visual presentation about the culture; an art project illustrating ideas or knowledge gained through the study of the culture.			FOLLETT: Suggested Unit Activities and Aids #2 and Culminating Activity, 90, Workbook, 98 (A Drawing Exercise), Culminating Activities-Social Scientists at Work, 103-104 (Japan); Suggested Unit Activities #1, #8, 103, Culminating Activities-Social Scientists at Work, 103-104 (Africa); Culminating Activities-Social Scientists at Work, 103-104 (Germany); Suggested Unit Activities and Aids #3, #4, #7, 43-44, 56 (Greece and Rome); Suggested Unit Activities #3, 60 (Middle Ages)

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PARTICIPATION 2. (Continued)			Investigating Societies, McGraw-Hill, China, 254, 258, 261, 268, 271, 281, 286, 292, 295, 299, 301, 312, 316, 323, 325, 330, 337, 340, 343, 347, 352, 355, 357 (Evaluation) County Film Guide # 22932 Mythology of Greece and Rome	
BELIEFS AND VALUES 1. Explain how the art, literature, and architecture of each culture under study reflect(ed) the values of the people of the culture.	Examples of the arts can be found throughout the text. These examples can be used to examine the values of the cultures under study.		FOLLETT: Suggested Unit Activities #5, 80, (USSR); Workbook, 56 (Middle Ages/Renaissance)	AMERICAN BOOK: Workbook, 16 (Archaeology)
			Investigating Societies, McGraw-Hill, 298-312 (China) County Film Guide # 22746 Japanese Handicrafts # 23893 African Craftsmen - The Ashanti # 22843 The Renaissance # 24376 Tut: The Boy King	
2. List some things highly valued by the culture under study; compare these with things highly valued in contemporary America.	Things of value for the cultures under study can be found throughout the text. A comparison of these values to contemporary American society is not directly stated but could be inferred.		FOLLETT: Start Students Thinking, 97, 432 (Tribal religions), 433 (Tribal traditions), 455 (Africa)	AMERICAN BOOK: Workbook, 6, 14
			Investigating Societies, McGraw-Hill, 185-187 (Africa)	

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3. Express understanding of the contributions of people of other cultures by identifying some specific contributions and explaining their impact on the world today.			FOLLETT: Suggested Unit Activities #5, 80 (USSR); Workbook, 31 (Greece)	AMERICAN BOOK: Workbook, 25, 26 (Ancient Civilizations); 39 (Greece); 45 (China); 66 (Middle Ages)
			Investigating Societies, McGraw-Hill, 307-313 (China)	
			County Film Guide # 24011 Japan - Its Customs and Traditions	

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